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ABSTRACT

This document describes the procedures required for applicants to gain admission during the 1986-87 school year to certain elementary school Options for Knowledge (OFK) programs in Chicago (Illinois). Elementary magnet schools and programs that do not contain a testing requirement for admission are open to students who wish to attend by transferring from their home-school attendance are and completing an application. The number of available spaces is estimated and categorized by race. Applications are categorized by race, grade, and sex to avoid in-school segregation. The enrollment of siblings and transportation needs are also considered. Applicant is interviewed to determine their potential for success. If there are more qualified applicants than available spaces, a lottery is conducted to determine which applicants will be admitted. Elementary "Classical Schools," which are sites for academically accelerated programs, and Gifted Programs require student testing for admission. The preliminary screening and the lottery process used by the magnet schools and programs is also used by the Classical Schools and Gifted Programs. In addition, applicants must meet criteria based on scores on the Iowa Test of Basic Skills (ITBS) and other standardized achievement tests in order to enter the lottery. Two administrative memoranda; descriptions of the elementary magnet schools and programs, the Classical Schools, and the Gifted Programs; and a map of OFK schools are appended. (FMW)

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COMMISSION FOR
DESEGREGATION
IMPLEMENTATION

ED336465

MEMORANDUM

The Admission Processes for Certain Elementary Options for Knowledge Programs

under the Student Desegregation Plan for The Chicago Public Schools

MAY 1988

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General Superintendent of Schools
Chicago Public Schools

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Monitoring Commission's Memorandum on

The Admission Processes for Certain Elementary Options for Knowledge Programs

in the Chicago Public Schools
Under the Student Desegregation Plan

May 1988

Mary Davidson
Principal Investigator

Donn F. Bailey
Commission Chairperson

Manford Byrd, Jr.
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Chicago Public Schools

Prepared under the direction of
Mary Davidson, Principal Investigator
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Chicago, Illinois

ACKNOWLEDGMENTS

Periodically the Monitoring Commission for Desegregation Implementation gathers information on critical issues within the Chicago Public Schools to inform Commissioners and other interested parties. This memorandum on the admission process for certain elementary Options for Knowledge programs is such an example.

This memorandum was prepared under the direction of Dr. Mary Davidson, principal investigator. Dr. Calvin Smith was the primary consultant in preparing this memorandum. Other individuals who participated in the writing and editing were: Consultants, Barb Leebens-Osilaja and Christy Spears; Staff, Helen Jackson and Ana Tapia.

Also, thanks should be given to the members of the Commission's Subcommittee on Magnet Schools and Student Transfer Options and to the Subcommittee's co-chairpersons, Janice Metzger and Uthman Muhammad, for their time and contributions. Thanks too, to the Board's Department of Equal Educational Opportunity Programs for their assistance.

Dr. Mary Davidson
Principal Investigator
May 1988

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I. INTRODUCTION AND BACKGROUND

This document is an informational memorandum for members of the Monitoring Commission for Desegregation Implementation. The document addresses those procedures which must occur for student-applicants to gain admission to certain elementary Options for Knowledge programs. Specifically, the enrollment procedures of two elementary "options" are examined: (1) Those that do not require a testing process for acceptance; and (2) Those that do require a testing process. This document focuses on the procedures employed by the Chicago Public Schools during the 1986-87 school year. This is not an assessment of the quality of the procedures; it is only a description of what was used utilized as reported to Commission staff.

This memorandum stems from discussions held by the Commission's Subcommittee on Magnet Schools and Student Transfer Options, charged with oversight of the Options for Knowledge programs. The subcommittee proposed three action-steps to respond to Commission concerns in this area of desegregation implementation. These three proposed steps which were set in motion were:

1. Determine what the various methods are for parent application to magnet schools and magnet programs within the schools;

2. Describe the flow of an application through the process in terms of who does what to an application at each step in each acceptance process; and

3. Determine how many applicants there are for each type of magnet school and magnet program within schools and determine the portion of that number accepted and rejected. A determination of racial percentages will occur at all levels of analyses if such data are available from Board of Education records.

Commission staff began an investigation of action steps one and two in January 1987 by designing a plan for inquiry. Beginning in March 1987,

selected staff in the Department of Equal Educational Opportunity Programs (DEEOP), Early Childhood Programs, and Gifted Programs were interviewed as was a district coordinator from one subdistrict office. This series of interviews, as well as an investigation of certain DEEOP publications regarding the Options for Knowledge Programs, were concluded in July 1987.

The results of this investigation were articulated in a series of three draft documents: May 11, 1987; July 22, 1987; and August 31, 1987.

Parallel to the aforementioned investigation, the Commission prepared a series of questions which were designed to gather narrative and numerical responses to assist in accomplishing action-step three of this overall inquiry. On June 3, 1987, former Chairperson Ms. Nancy M. Abbate transmitted a memorandum (See Attachment A) to the administration posing the following requests for information and data:

1. List the criteria used for admission under each (magnet school/program) principals' five percent (admission) discretion;

2. Provide a list of students admitted to each school under the principals' discretion for the past two years;

3. For each school or program, what overall goal or mission do the criteria serve?;

4. List specific reasons for which applicants were denied entry into the lottery, if applicants were screened before the lottery was conducted. Provide the number of applicants by race;

5. List specific reasons for which applicants were denied entry into a school or program for the 1986-87 school year. Provide the number of applicants by race;

6. Indicate the number of students by race attending out of their home districts;

7. Provide the range of scores by race group for the Options part of the Gifted Programs, Classical Schools, and the Baccalaureate Program;

8. Provide the score and race for each accepted student; and

9. Provide the racial breakdown of students participating in each school or program.

On December 2, 1987, six months after the request, the General Superintendent of Schools responded to Chairperson Abbate's request (See Attachment B). On January 25, 1988, the Commission determined that the data supplied by the Administration to items four and five of Ms. Abbate's request were mathematically incorrect and the data supplied in items seven and eight were not usable because the provided test-score data was not in a consistent normative format.

The answers to these inquires were central to the Commission's ability to resolve action-step three of this study. The administration has been requested to correct the responses to items four, five, seven, and eight and to resubmit them to the Commission as soon as possible. It also was decided that the balance of this inquiry would continue to communicate to the Commission the current available information regarding the lottery process for certain elementary Options for Knowledge Programs.

First, this document will describe the steps involved in the lottery process for schools and programs which do not contain student testing as an admission requirement. Those that do contain a testing requirement will follow.

II. The Admission/Lottery Process for Elementary School Options Which Do Not Contain A Student Testing Requirement for Admission

The following elementary magnet schools and programs are elements of the Options for Knowledge Program which do not contain a student-testing requirement for admission. They are open to students who wish to attend by transferring from their home school attendance area and who complete an application to transfer.

- Academic Magnet Schools
- Achievement Skills Centers
- Careers and College Preparatory Program
- Fine Arts Schools and Programs
- Humanities Schools and Programs
- Foreign Language Academies and Programs
- Mathematics/Science Magnet Schools and Programs
- Special Instructional programs
- Scholastic Academies
- Community Academies[1]

Attachment C contains specific information regarding these programs. Program purpose and definition, application period, as well as school names and addresses are listed.

Pre-Lottery Screening

Before the schools and programs begin planning for the selection or recruitment of students, the expected number of spaces that will be available at each grade level are estimated. At Magnet Schools and Magnet Programs, the estimates are made by the desegregation implementation coordinator and the principal of each school. The estimated number of spaces for kindergarten is the number of seats in the kindergarten classrooms to a maximum class size of 29 to 1 student/teacher ratio as controlled by Article 2.1 of the Board of Education Teacher Union Agreement. For grades one to eight, the number is estimated by noting if any students have indicated intentions of moving away or leaving the program for any reason.

After the number of spaces has been estimated, the school's or program's individual requirements for achieving or maintaining racial and gender balance are considered. After that, the overall estimated number is finalized for the lottery.

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[1] The titles of the schools and programs listed here were obtained from "Options for Knowledge Programs," pp. 8-13.

During the enrollment period, the parent of the student who wishes to transfer into a magnet school or magnet program completes and files an application, usually at the district office.

Applications to schools and programs administered by DEEOP are filed at district offices. The application period for Magnet Schools is from December 15th through January 15th; the period for Magnet Programs is from January 16th through February 15th. A separate application must be filed for each school or program in which a student-family is interested.

Applications received at the district office are stamped with the date received. The student/family is notified of its receipt by letter. If the application is filed after the end of the enrollment period, it is stamped "late" and the student's name is put on a list of applications waiting to be screened. Late applicants are not considered until all who applied during the posted application periods have been accommodated.

When the applications to Magnet Schools and Magnet Programs are received at the district office they are sorted according to race of the applicant, school requested, and grade level. Kindergarten applications are screened to ensure that applicants will be five years old by the appropriate date, as set by state law. If they do not attain that age, they are denied access to the lottery and families are so notified.

After these initial screenings, the applications are scanned to determine: (1) If any applicants have a sibling who is currently enrolled in the school or program to which he or she has applied; and (2) To determine proximity of the applicants' homes to the schools.

An applicant who has a sibling currently enrolled in the program to which he or she has applied is automatically included, either in the lottery, whenever there are more qualified applicants than available spaces, or in the next year's group of entering students, if no lottery is required.

Applicants who live more than 1 1/2 miles from the school require transportation. The general decision-rule is that if an applicant does not live on, or close to an existing or planned route, or if including the applicant would disrupt either grouping of routes, the application cannot be considered for the lottery. There are, however, certain cases where racial balance is so critical at a particular school that transportation is provided in spite of the circumstances cited. If an applicant does not need transportation, or if transportation needs can be accommodated within the existing structure, the applicant continues to the next series of procedures leading toward the lottery which are a determination of maturity and potential for success. (See paragraph below for DEEOP explanation of "potential for success".)

Kindergarten applicants, generally, are interviewed by a team composed of the desegregation implementation coordinator, a kindergarten teacher (not necessarily the person who will be the child's teacher), and, sometimes, other district office staff such as a speech therapist. For kindergarten at schools that do not test for admission, the screening assesses the child's maturity and development of gross and fine motor skills.

Options applicants from grades one to eight are interviewed by one or more school or program staff members. The specific criteria used to determine "potential for success" cannot be described in this report because they vary widely. The variation is great, according to DEEOP, because program characteristics are highly varied. For example, programs for the performing arts use auditions. The audition results may help a student in being assessed for "potential for success", but, according to DEEOP, the audition results, alone, are not used to disqualify applicants for the lottery. Family visits to individual schools prior to their conducting assessments of "potential for success" is the best way to become acquainted with the criteria used by a specific program.

Thus, prior to the conduct of any lottery into a magnet school or program a student-applicant may be <u>denied</u> access to the lottery process for four specific reasons:

1. Inability to accommodate a student's transportation needs except for extreme racial balance needs either by the district or the applicant's family;
2. Being the improper age to enter school, especially at kindergarten;
3. Being too immature to enter school, especially at kindergarten; and
4. Applying after the school or program application period.

In the case of five academic magnets constructed with State of Illinois Capital Development Board (CDB) funds, a fifth reason for denying access to a lottery exists. These schools: Goodlow, Kanoon, Metcalfe, Los Niños Heores, and Randolph must accept children from their home attendance areas and also must enroll no more than 65 - 85 percent minority and at least 15 - 35 percent non-minority student participation. If all children in a given home attendance area were permitted to enroll in these schools these percentage guidelines could not be met. Lotteries are sometimes held for these schools in order to admit students to bring the enrollment of these schools into racial balance. If a student of the unneeded race applies for the lottery, that application is denied on the grounds of "maintaining required racial balance." Again, only these schools appear to be so affected by this fifth denial-rule.

The Lottery Process

After all successful applications are screened and sorted by school or program, race and grade, the number of applications in each category is compared to the number of estimated student-spaces available in each of those categories. If the number of applications in a category exceeds the estimated number of available student-spaces for the coming school year, a lottery is conducted. If there are an insufficient number of student-applicants of one racial group or another DEEOP conducts a recruiting drive for the program. This, however, will not preclude the use of a lottery for student-race groups where excess applications exit.

Lotteries are conducted manually or with a computer program. All lotteries, whether manual or computerized, are to be done randomly. The first name is selected and listed, and the number "one" is written next to it for each racial category. The second name is selected, and identified with the number

"two". This procedure continues until all names are listed and numbered, for a racial category. The students to be admitted, are taken from the top of the list, one at a time, until the number of spaces available is reached. Applicants listed after that number are put on a waiting list. Applicants who submitted late applications are added to the waiting list and considered after those who were screened using the same lottery process.

Within three weeks after acceptance decisions are made, all of the applicants are notified of their status.

III. STEP-BY-STEP LISTING OF THE ADMISSION/LOTTERY PROCESS FOR MAGNET SCHOOLS AND PROGRAMS THAT DO NOT REQUIRE STUDENT TESTING FOR ADMISSION

1. The desegregation implementation coordinator (DIC) and the principal determine the expected number of available spaces. The DIC is a staff person funded by Department of Equal Education Opportunity Programs (DEEOP) responsible to the District Superintendent and who is stationed in the district to facilitate desegregation efforts.

2. The DIC and the principal estimate the number of available spaces and categorized them by race.

3. A student's parent files an application for a particular program(s) or school(s).

4. If filed during the application period for the program, the application is stamped with the date received and notification of receipt is sent to the applicant.

5. If late, the application is stamped "late, dated, and the applicant's name is put on a waiting list, **after** all who applied on time and qualify but end up on a waiting list due to lack of space. See Steps 21 and 22, below.

6. The accepted applications are categorized by race and grade. Gender is noted and is taken into account where possible, to avoid within school segregation.

7. If the applications in a particular racial category outnumber the available spaces in that category, the school and district are alerted that (unless screenings eliminate a sufficient number of applications) a lottery may have to be conducted. If there are fewer applicants than spaces, the school recruits applicants to be screened.

8. If an applicant has a sibling who currently is enrolled at the school/program, he or she gets into the lottery without further screening.

9. If the applicant lives more than 1 1/2 miles from the school or program, transportation is required. The applicant's home location is compared to existing routes to determine if he or she lives on or near an established route.

10. If there is an established route, it is determined if adding the student to the route will be disruptive (i.e., cause this student or others to travel for too long a period except for extreme racial considerations).

11. If an applicant cannot be accommodated with transportation (because there is not an established route, or because the student will disrupt the route or if there is no extreme racial balance need), he or she is denied admission and notified of this.

12. Next, the applicant is screened and interviewed. The screening/ interviewing is conducted to determine the student's "potential for success," a term used to described how well the applicant will fit into a particular school or program.

    The screening usually includes an interview of the applicant, which can be with or without the parents present. The screening also can include an audition or a review of the applicant's portfolio in the performing arts school. However, audition and review results never, by themselves, determine acceptance.

13. If the applicant satisfies screening requirements, and there still are more applicants than there are spaces, the names of the applicants who fit all of the qualifications are put into a lottery pool.

14. The lottery is conducted, either manually or in a computer-assisted fashion. The lottery process is described in Steps 15 through 19.

15. The name of the first applicant is randomly selected from the eligible names in a racial category pool.

16. This name is put on a list for that racial category and the number "1" is put next to it.

17. The next name is randomly selected, put on the list, and numbered.

18. Step 17 is carried out until all the of the names in that racial category have been randomly selected, listed, and numbered.

19. The names for the other racial categories are selected, listed, and numbered as in Steps 15 through 18.

20. The number of names needed in each racial category (according to the expected available spaces) are taken from the tops of each list. These are the names of 95% of the admitted students. Principals are allowed to select, at their discretion, 5% of the student's admitted into the program. The admitted students are not identified as to their category of admission. That is, after admission decisions have been made, students admitted under the principal's discretion are not identifiable.

21. The names of qualified applicants who were not drawn in the lottery to be admitted are put on a waiting list, "screened, waiting for entry."

22. The names of applicants who submitted late applications are put on the list after those in Step 21. They are "waiting to be screened."

23. All student-applicants are notified of their status.

IV. THE ADMISSION/LOTTERY PROCESS FOR CLASSICAL SCHOOL OPTIONS WHICH DO CONTAIN A STUDENT TESTING REQUIREMENT FOR ADMISSION

There are five elementary Classical Schools. Details as to their program definition, application periods, names, and addresses are contained in Attachment D. These schools are sites for academically accelerated programs and utilize student testing as a requirement for admission. As was the case with Magnet Schools and Programs which do not test for admission, prior to the application period the district desegregation implementation coordinators and the respective school principals estimate how many student-spaces will likely occur for the next school year for each grade level and for each student racial group within that grade level.

Pre-Lottery Screening

After the student-family files an application for a Classical School, all applications are forwarded to the appropriate district office where they are date-stamped, separated by school and then by grade level, student race, and gender. Student-families are also concurrently notified of their receipt of their application. If the application is received after the December 15 - January 15 application period it is stamped "late" and placed on a waiting list to be considered after all who applied on time have been processed.

All on-time applications are then screened. The first screening applied is to a student's latest set of Iowa Test of Basic Skills results. The student-applicant must have scored at least two years above grade level in reading and mathematics. If this is not the case the student is denied access to the lottery.

Kindergarten students, having no test scores, are screened to ensure they are of the proper age to enter school. Those that are not of proper age then are denied access to the lottery and their families are so notified.

Applications are also screened for a sibling relationship to a student already enrolled in the Classical School in which the applicant-family has shown an interest. However, unlike magnet schools and programs that do not test, these sibling-applicants are not automatically placed into the lottery. They

are scheduled instead for further testing, as are all others who pass through the entire pre-lottery screen without denial.

The next pre-lottery screening process to which Classical School applicants are submitted is that which deals with transportation. If an applicant lives more than 1 1/2 miles from the Classical School of interest or if an extreme case of racial imbalance can be eased, the student is eligible for transportation. If the Board of Education is to provide this transportation, the same rules applied to magnet schools or magnet programs which do not test for admission are also applied to Classical School applicants. If an applicant does not live on, or close to, an existing or planned transportation route or if including the applicant on either route would disrupt either grouping of routes, the applicant cannot be considered for the lottery.

All Classical School applicants who make it to this point in the pre-lottery screening process then are scheduled to take an additional test different from the Iowa Test of Basic Skills on which they initially screened. An applicant must score at or above stanine 8 to be considered for the lottery.

Thus, prior to the occurrence of any Classical School lottery an applicant may be denied access to that lottery based on any one of five criteria. These are:

1. Being the improper age to enter school, especially at kindergarten;
2. Not scoring two or more years above grade level in reading and mathematics on the Iowa Test of Basic Skills;
3. Being unable to satisfy a student-applicant's transportation requirements in the face of no extreme racial imbalance at the receiving school;
4. Failing to score at or above the eighth stanine on a pre-lottery standardized test different from the Iowa; and
5. Filing a late application for admission.

The Lottery Process

All successful applicants for each Classical School are sorted by grade and race and listed from the highest score on the pre-lottery standardized test to the lowest qualifying score on that test. A comparison is then made to available admission spaces and a lottery of a type conducted. Qualifying students-applicants are selected for admission based on grade and race beginning with the highest scoring student in each category and proceeding down the list until all admission spaces are filled or there are no more applicants remaining. Presumably, a lottery would only be needed in the case of tying scores for the last admission space for a particular category.

Within three weeks all applicants are notified of their admission status. Qualified applicants denied access to the program due to a lack of space are referred to other programs.

V. A STEP-BY-STEP LISTING OF THE ADMISSION/LOTTERY PROCESS FOR CLASSICAL SCHOOLS WHICH DO REQUIRE STUDENT TESTING FOR ADMISSION

1. The desegregation implementation coordinator (DIC) and the principal determine the expected number of available spaces.

2. The DIC and the principal determine the number of available spaces, categorized by race.

3. A student's parent (or the student) files an application for a particular program or school.

4. If filed during the application period for the school program, the application is stamped with the date that it was received and notification of receipt is sent to the applicants.

5. If late, the application is stamped "late," dated, and put on a waiting list after all who applied on time.

6. The received applications are screened to ensure that applicants scored at least two grades above their levels on the previous year's Iowa Test of Basic Skills and that applicants meet other achievement entrance requirements.

7. If the applicant lives more than 1 1/2 miles from the school or program, transportation is required. The applicant's home location is compared to existing or planned routes to determine if he or she lives on or near an established route.

8. If an applicant cannot be accommodated with transportation or if extreme racial imbalance does not exist, admission to a Classical School is denied.

9. Next, all applicants who qualify at this point are tested for admission, using another kind of standardized test. To qualify students must score at stanine 8 or above.

10. The names of applicants who pass this test are listed, by racial category, in test score order, high or low.

11. The number of needed students are selected for admission by race category and according to test score. Also, the principal's 5% discretion selections can be added to the list of admitted students. According to procedures, principal discretion selections must meet the test criteria, indicated in step 9.

12. Students, who qualify but do not get in because of lack of space, are like all Option applicants, referred to other programs.

13. All students are notified of their status.

VI. THE ADMISSION/LOTTERY PROCESS FOR REGIONAL GIFTED CENTER MAGNET SCHOOLS AND PROGRAM OPTIONS WHICH DO CONTAIN A STUDENT TESTING REQUIREMENT FOR ADMISSION

There are three programs which fall into this category of elementary options: Regional Gifted Center Magnets, Regional Gifted Center Schools, and Pre-International Baccalaureate Programs. Specifics regarding these programs are contained in Attachment E; including program definitions, application periods, and program sites or school names and addresses. This section of the Memorandum will refer to these three options as "Gifted Programs".

As with all other programs referenced in this document, prior to the application period the number of admission spaces which are likely to be available at each grade in each school are first estimated. These spaces are then allocated to student racial groups.

Pre-Lottery Screening

Applications to schools and programs administered by the Gifted Program are filed at the program administration office, located at 1819 West Pershing Road. Usually, students are recommended by their teachers or principals, but a parent can initiate application by calling the Gifted Program Office to request that his or her child be tested.

When the applications to Gifted Centers and Gifted Programs are received at the Gifted Program Office, they are sorted according to race of the applicant, program or Center to which the applicant has applied, and grade level. Kindergarten applications are screened to ensure that applicants will meet the legal age requirement for entering school. If they do not, they are denied access to the lottery. These applications are not screened further until after testing. Applicants are sent notification that their application has been received and are informed of when and where the student-applicant will be tested for admission.

Applicants are tested. Those failing to meet minimum requirements are notified that they cannot be considered for admission.

Gifted applicants who meet the minimum admission test requirements are screened at this point to determine if their transportation needs, if any, can be met. This screening is the same as the transportation screening previously described for all other Options applicants. The only difference is that screening for transportation needs for Gifted Programs occurs after admission testing and certification of minimum entrance scores and not before.

Gifted Program applicants who can be accommodated by existing or planned transportation structure and those who do not need Board transportation form the final pool from which Gifted Program selections are made. Those students whose transportation needs cannot be met are denied access to the lottery and referred to other programs.

Thus, prior to the conduct of any admissions lottery for a Gifted Program a student may be denied access to that lottery for these reasons:

1. Being the improper age to enter school, especially at kindergarten;
2. Not meeting minimum admission criteria after admissions testing;
3. Being unable to satisfy an otherwise qualified student's transportation requirements; and
4. Filing a late application for admission.

The Lottery Process

The process for placement in Gifted Programs is identical to that described for Classical Schools. All successful applicants are now sorted by program, grade, and race, and are listed from highest test score to lowest within each sorted category. A comparison is then made to available admission spaces and a lottery of a type is conducted. Qualifying student-applicants are selected for program admission beginning with the highest score in each category of program, race, and grade and proceeding down the list of qualifying scores until all admission spaces are filled or there are no more applicants remaining. Again, as with admission to Classical Schools, a true lottery is probably only needed in the case of tying scores for the last admission space for a particular category.

ATTACHMENT A

A Memorandum From Chairperson Abbate Requesting Certain Lottery Information and Data of the Administration

CHICAGO PUBLIC SCHOOLS • 1819 WEST PERSHING ROAD • CHICAGO, ILLINOIS 60609

Monitoring Commission for Desegregation Implementation

June 3, 1987

Dr. Manford Byrd, Jr.
General Superintendent of Schools
1819 West Pershing Road
Chicago, IL 60609

Dear Dr. Byrd:

This letter is to request information on the "Options for Knowledge" Program. The Monitoring Commission needs the information to carry out that part of its responsibility that relates to Magnet School participation. The specific information is specified below.

A. We would like the following information on criteria for admission and denial decisions.

1. For each Magnet School and program, please indicate the criteria that were, and are, used for admission under each principal's five percent discretion.

2. We request a list of students admitted to each school or program under the principal's discretion for the past two years. Please list the students by race and grade in school applied for.

3. For each school or program, what overall goal or mission do the criteria serve?

B. We would like the following information on reasons for denials:

1. At each Magnet School or program please list all specific reasons for which applicants were <u>denied entry into the lottery</u>, if applicants are screened before the lottery is conducted. For each reason please provide the number of applicants by race.

2. At each Magnet School or program, please list all specific reasons for which applicants are <u>denied entry into the school or program</u>. For each reason, please provide the number of applicants by race.

C. For each Magnet School or program, please indicate the number of students attending out of their home districts. Please provide the number by race.

D. For the Options part of the Gifted Programs, Classical Schools, and the Baccalaureate Program, please provide the following:

1. For the most recent decisions (this year or next year's entering class) at each school or program, what was the range of accepted scores, by race group?

2. For the most recent decisions at each school or program, please provide the score and race for each accepted student.

3. Please provide the racial breakdown of students participating in each school or program.

Thank you for your assistance. It greatly facilitates the Commission's work in monitoring implementation of desegregation efforts.

Cordially,

Nancy M. Abbate
Chairperson

NA:MD:at

ATTACHMENT B

An Administrative Response to Chairperson Abbate's June 3, 1987, Memorandum

CHICAGO PUBLIC SCHOOLS • 1819 WEST PERSHING ROAD • CHICAGO, ILLINOIS 60609

Manford Byrd, Jr.
General Superintendent of Schools
Telephone 312/890-3700

December 2, 1987

Dear Dr. Bailey:

This is in response to a letter dated June 3, 1987, from Ms. Nancy Abbate, former chairperson of the Monitoring Commission, requesting detailed information related to magnet school participation. Staff have informed me that the delay involved in providing this information is due to the need to gather extensive information from several sources. The information that you requested is not normally kept centrally, and collecting it involved developing data collection instruments, visiting schools, interviewing principals and district superintendents, and developing procedures to collate the information. Recently, however, the Department of Equal Educational Opportunity Programs has instituted a system-wide procedure for processing applications that will enable us to respond much more promptly to these types of requests.

The responses to your questions are indicated below:

A.1. List the criteria used for admission under each principal's five percent discretion.

The criteria include: special requests by Board members, Commission members, local and state legislators, etc.; admission of siblings who were not successful in the lottery; response to hardship cases presented by parents; unique educational offering for which a child is qualified.

A.2. Provide a list of students admitted to each school under the principal's discretion for the past two years.

Principals use their judgment and are asked to make responsible decisions based upon achieving the goals and objectives of the Desegregation Plan. They are not asked to identify the students enrolled under the policy or to maintain a record of these students.

A.3. For each school or program, what overall goal or mission do the criteria serve?

Improving the racial/ethnic proportions of the school, providing increased opportunities for students, and providing an

appropriate educational setting not otherwise offered at another school.

B.1. List specific reasons for which applicants were denied entry into the lottery, if applicants were screened before the lottery was conducted. Provide the number of applicants by race.

Proximity of home to school and student's potential for success factoring such things as maturity, interest, and readiness for the program are the two reasons why students may have been denied entry into the lottery. Numbers of students denied access to the lottery are provided in response to B.2. below.

B.2. List specific reasons for which applicants were denied entry into a school or program for the 1986-87 school year. Provide the number of applicants by race.

Summary
Lottery Process Results

	W	B	H	O	TOTAL
Elementary Magnet Schools					
Total Applied	2,236	11,361	2,460	1,034	17,091
Included in Lottery	1,943	8,520	2,228	857	13,548
Rejected	293	2,841	232	177	3,543
Distance	18	102	23	18	161
Immaturity	38	164	45	30	277
Underage	26	315	24	10	375
Applied after Deadline	211	2,260	140	119	2,730

	W	B	H	O	TOTAL
Community Academies-Elem.					
Total Applied	98	1,324	193	7	1,622
Included in Lottery	61	999	187	7	1,254
Rejected	37	325	6	0	368
Distance	0	112	0	0	112
Immaturity	0	0	0	0	0
Underage	0	6	0	0	6
Applied after Deadline	37	174	0	0	201

	W	B	H	O	TOTAL
Magnet High Schools					
Total Applied	584	2,983	949	480	4,996
Included in Lottery	540	2,882	472	475	4,369
Rejected	44	101	72	5	222
Distance	7	49	26	3	85
Immaturity	32	32	26	2	92
Underage	0	0	0	0	0
Applied after Deadline	5	20	20	0	45

	W	B	H	O	TOTAL
Community Academies-H.S.					
Total Applied	11	1,075	37	2	1,125
Included in Lottery	11	793	37	2	843
Rejected	0	282	0	0	282
Distance	0	112	0	0	112
Immaturity	0	0	0	0	0
Underage	0	6	0	0	6
Applied after Deadline	0	164	0	0	164

	W	B	H	O	TOTAL
Magnet Programs-Elementary					
Total Applied	917	3,686	386	183	5,172
Included in Lottery	863	3,318	365	181	4,727
Rejected	54	368	21	2	445
Distance	2	142	2	1	147
Immaturity	0	7	4	0	11
Underage	9	28	9	1	47
Applied after Deadline	43	191	6	0	240

	W	B	H	O	TOTAL
Magnet Programs-High School					
Total Applied	1,212	4,615	2,348	452	8,627
Included in Lottery	1,174	4,385	2,085	413	8,057
Rejected	38	230	263	49	570
Distance	10	15	8	5	38
Immaturity	23	190	237	28	478
Underage	0	0	0	0	0
Applied after Deadline	5	25	18	6	54

Detailed information for each school and program is attached to the enclosed summary sheets.

C. Indicate the number of students by race attending out of their home districts.

Two printouts are enclosed. SMP166B details the number of students in a particular school and the number and percent of white students and the total number of percent and minority students attending from outside of their local attendance area. SMP166C provides the number and percent of students by each minority group.

D.1. Provide the range of scores by race group for the Options part of the Gifted Programs, Classical Schools, and the Baccalaureate Program.

D.2. Provide the score and race for each accepted student.

The information for both questions has been combined and is enclosed.

D.3. Provide the racial breakdown of students participating in each school or program.

Enclosed is the 1986-87 Annual Desegregation Review school-by-school analysis for each school and program.

Staff have also provided a draft copy of the report of a monitoring project concerning the implementation of the magnet school and magnet program lottery process which you may find of interest. The project, conducted by the Department of Equal Educational Opportunity Programs during the summer of 1986, provided the basis upon which the development of a computerized data base for Options for Knowledge Programs was formulated.

Please contact me if you wish additional information.

Yours truly,

Manford Byrd, Jr.
General Superintendent of Schools

MB:to
Enclosures

Dr. Donn F. Bailey
Chairperson
Monitoring Commission for
Desegregation Implementation
1819 West Pershing Road
Chicago, Illinois 60609

ATTACHMENT C

Directory Information Regarding Elementary Magnet Schools and Programs That Do Not Test for Admission

ELEMENTARY MAGNET SCHOOLS AND MAGNET PROGRAMS THAT DO NOT TEST FOR ADMISSION

1. Academic Magnet Schools

   (a) Definition: The Academic Magnet Schools are organized around the back-to-basics concept with emphasis on skill development in the areas of reading and mathematics. In addition, the curriculum is enriched with the study of a specific area such as science, social studies, art, music, or communications.

   (b) Application period: December 15 – January 15.

   (c) List of Chicago Public Schools Academic Magnet Schools.

School	Address
Beasley	5255 S. State St.
Robert A. Black	9101 S. Euclid Ave.
Walt Disney	4140 N. Marine Drive
Goodlow	2040 W. 62nd St.
Inter-American	919 W. Barry Ave.
Kanoon	2233 S. Kedzie Ave.
Metcalfe	12339 S. Normal Ave.
Los Niños Héroes	8344 S. Commercial Ave.
Randolph	7316 S. Hoyne Ave.
Sabin	2216 W. Hirsch St.

2. Achievement Skills Centers

   (a) Definition: Achievement Skills Centers provide intensive instruction in reading and mathematics, in addition to the regular curriculum, for children who are in need of additional instruction.

   (b) Application period: January 16 – February 15.

   (c) List of Chicago Public Schools Achievement Skills Centers:

School	Address
Armstrong	2111 W. Estes Ave.
Belding	4257 N. Tripp Ave.
Burbank	2035 N. Mobile Ave.

Chappell	5145 N. Leavitt St.
Healy	3010 S. Parnell Ave.
Jamieson	5650 N. Mozart St.
Penn	1616 S. Avers Ave.
Pritzker	2009 W. Schiller St.

3. Careers and College Preparatory Program

   (a) Definition: The varied Career and College Preparatory Program offerings provide an opportunity for students to study career areas for future employment and to begin to developing job skills.

   (b) Application period: January 16 – February 15.

   (c) List of Chicago Public Schools with Careers and College Preparatory Programs:

School	Address
Arai	900 W. Wilson Ave.
Carpenter	1250 W. Erie St.
Hayt	1518 W. Granville Ave.
Morton	431 N. Troy St.

4. Fine Arts Programs

   (a) Definition: The Fine Arts Programs provide specialized art experiences, in addition to the regular school curriculum, for students interested in art, music, dance, or drama.

   (b) Application period: January 16 – February 15.

   (c) List of Chicago Public Schools with Fine Arts programs:

School	Address
Cassell	11314 S. Spaulding Ave.
Crown	2128 S. St. Louis Ave.
Drummond	1845 W. Cortland St.
Dyett Middle	555 E. 51st St.
Foster Park	8530 S. Wood St.
Gompers	12302 S. State St.
Harte	1556 E. 56th St.

Hedges	4735 S. Winchester Ave.
Hurley	3849 W. 69th Place
Kilmer	6700 N. Greenview Ave.
Kinzie	5625 S. Mobile Ave.
Stockton	4420 N. Beacon St.

5. Fine Arts Magnet School

   (a) Definition: The Fine Arts Magnet School provides the same opportunity specialized art experience, in addition to the regular school curriculum, for students with an interest in the areas of art, music, dance or drama.

   (b) Application Period: December 15 – January 15.

School	Address
Franklin	225 W. Evergreen Ave.

6. Humanities Programs

   (a) Definition: The study of Humanities provides students with a broad understanding of various cultures and the cultures' contributions over the years.

   (b) Application Period: January 16 – February 15.

   (c) School with Humanities Program.

School	Address
Boone	6710 N. Washtenaw Ave.

7. Humanities Magnet Schools

   (a) Definition: Humanities Magnet Schools provides study for students to understand various cultures and the cultures' contributions over the years.

   (b) Application Period: December 15 – January 15.

   (c) Humanities Magnet Schools:

School	Address
Pershing	3113 S. Rhodes Ave.
Vanderpoel	9510 S. Prospect Ave.

8. Foreign Language Programs

(a) Definition: As part of the regular curriculum, Foreign Language study is provided for students in specific grades.

(b) Application Period: January 16 – February 15.

(c) List of Chicago Public Schools with Foreign Language Programs:

School	Address
Avalon Park	8045 S. Kenwood Ave.
Kellogg	9241 S. Leavitt St.
Palmer	5051 N. Kenneth Ave.
Peterson	5510 N. Christiana Ave.
Pope	1852 S. Albany Ave.

9. Foreign Language (Magnet) Academies

(a) Definition: The Foreign Language Academies offer up to nine years of instruction in seven languages. Instruction begins in the elementary Foreign Language Academies. High school Language Centers continue instruction in the foreign language.

(b) Application Period: December 15 – January 15.

(c) List of Foreign Language Academies:

School	Address
Gallistel	10347 S. Ewing Ave.
Jackson	820 S. Carpenter St.
LaSalle	1734 N. Orleans St.
Murray	5335 S. Kenwood Ave.
Sayre	1850 N. Newland Ave.
Turner-Drew	9300 S. Princeton Ave.

10. Language Arts Programs

(a) Definition: The Language Arts Programs provide students with an opportunity to focus on mastery of skills in reading and related areas such as writing, speaking, listening, and spelling.

(b) Application Period: January 16 – February 15.

(c) List of Chicago Public Schools with Language Arts Programs:

School	Address
Armour	950 W. 33rd Pl.
Burley	1630 W. Barry Ave.
Burroughs	3542 S. Washtenaw Ave.
Carroll	2929 W. 83rd St.
Dirksen	8601 W. Foster Ave.
Graham	4436 S. Union Ave.
Hendricks	4316 S. Princeton Ave.
Kellogg	9241 S. Leavitt St.
Mayer	2250 N. Clifton Ave.
Mitchell	2233 W. Ohio St.
Mt. Greenwood	10841 S. Homan Ave.
Paderewski	2221 S. Lawndale Ave.
Prescott	1632 W. Wrightwood Ave.
Rosenwald	2541 W. 80th St.
Sutherland	10015 S. Leavitt St.

11. Mathematics/Science Magnet Schools

(a) Definition: The Mathematics/Science Magnets provide emphasis in one or more of the following areas:

- Computer Science
- Mathematics
- Physical Science
- Health Science
- Environmental Science

(b) Application Period: December 15 – January 15.

(c) Mathematics/Science Magnets:

School	Address
Goodlow Magnet	2040 W. 62nd St.
Newberry	700 W. Willow St.
Saucedo	2850 W. 24th St. Blvd.
M. Sheridan	533 W. 27th St.

12. Mathematics/Science Programs:

(a) Definition: Mathematics/Science Programs provide emphasis in one or more of the following areas:

- Computer Science
- Mathematics
- Physical Science
- Health Science
- Environmental Science

(b) Application Period: January 16 – February 15.

(c) List of Schools with Mathematics/Science Programs:

School	Address
Agassiz	2851 N. Seminary Ave.
Alcott	2625 N. Orchard St.
Barnard	10354 S. Charles St.
Budlong	2701 W. Foster Ave.
Byrne	5329 S. Oak Park Ave.
Clark, G.R.	1045 S. Monitor Ave.
Clark, M.	5101 W. Harrison St.
Clay	13231 S. Burley Ave.
Clinton	6110 N. Fairfield Ave.
Davis	3014 W. 39th Place
Earle	6121 S. Hermitage Ave.
Everett	3419 S. Bell Ave.
Field	7019 N. Ashland Ave.
Frazier	4027 W. Grenshaw St.
Gillespie	9301 S. State St.
Greeley	832 W. Sheridan Road
Grissom	12810 S. Escanaba Ave.
Hearst	4640 S. Lamon Ave.
Henry	4250 N. St. Louis Ave.
Peck	3826 W. 58th St.
Reed	6350 S. Stewart
Rogers	7345 N. Washtenaw
Swift	5900 N. Winthrop

Wacker	9746 S. Morgan
Washington	3611 E. 114th St.

13. Special Instructional Programs

(a) Definition: The Special Instructional Programs, which vary from programs that give special needed help to programs that challenge talent, are comprised of unique programmatic offerings with particular foci.

The Special Instructional programs are:

Montessori – combines academic studies with the arts and nature studies and also emphasizes independence in learning and freedom within limits.

Paideia Program – enriched curriculum including: Junior Great Books, natural and physical sciences, geography, and social studies. Emphasis placed on critical reasoning skills, logical thinking written and oral expression.

Tots Intensive Multidisciplinary Experience – a special program to help young students develop their perceptual and developmental skills.

Enriching Experiences for the EMH Student – emphasis on reading and language skills in addition to the skills of daily living experiences.

Program for academically talented students.

(b) Application Period: January 16 – February 15.

(c) Schools with Special Programs:

School	Address
Clissold	2350 W. 110th Place
Goldblatt	4257 W. Adams St.
Herzl	3711 W. Douglas Blvd.
Kilmer	6700 N. Greenview Ave.
Reilly	3650 W. School St.
Ray	5631 S. Kimbark Ave.

14. Scholastic (Magnet) Academies

(a) Definition: Scholastic Academies offer the traditional setting for students while stressing the basic skills, discipline, homework, and good citizenship.

(b) Application Period: December 15 – January 15.

(c) List of Scholastic Academies:

School	Address
Burnside	650 E. 91st Place
Gunsaulus	4420 S. Sacramento Ave.
Hawthorne	3319 N. Clifton Ave.
Jensen	3030 W. Harrison St.
Owen	8247 S. Christiana Ave.
Stone	6239 N. Leavitt St.
Thorp	6024 W. Warwick Ave.

15. Community Academies

(a) Definition: Community Academies offer the traditional setting for students while stressing the basic skills, discipline, homework, and good citizenship. These are neighborhood schools which can only accept students living outside the area, if space is available.

(b) Application Period: December 15 – January 15.

(c) List of Community Academies:

School	Address
Byrd	363 W. Hill St.
Crown	2128 S. St. Louis Ave.
Diego	1313 N. Claremont Ave.
Douglas	3200 S. Calumet Ave.
Gale	1631 W. Jonquil Terrace
Hay	1018 N. Laramie Ave.
Higgins	11710 S. Morgan St.
Kozminski	936 E. 54th St.
Lawndale	3500 W. Douglas Blvd.
Marconi	230 N. Kolmar Ave.
Jesse Owens	12450 S. State St.

Parker	6800 S. Stewart Ave.
Parkside	6938 S. East End Ave.
Pilsen	1420 W. 17th St.

ATTACHMENT D

Directory Information Regarding Classical Schools Which Do Require Testing for Admission

CLASSICAL SCHOOLS: ACADEMICALLY ACCELERATED MAGNETS THAT TEST FOR ADMISSION

1. Definition: The accelerated program of study in the Classical Schools is designed for students who are in need of a highly motivating and challenging curriculum.

   Classical Schools have a highly structured program in science, mathematics, social studies, and language arts for academically talented students. Applicants must be at least two years above level in reading and mathematics and score at stanine 8 or above to be considered for the program.

2. Application Period: December 15 – January 15.

3. List of Chicago Public Schools Classical Schools.

School	Address
Decatur	7030 N. Sacramento Ave.
McDade	8801 S. Indiana Ave.
Poe	10538 S. Langley Ave.
Skinner	111 S. Throop St.

ATTACHMENT E

Directory Information Regarding Regional Gifted Center Magnet Schools and Programs Which Do Require Testing for Admission

REGIONAL GIFTED CENTER MAGNET SCHOOLS, AND PROGRAMS

1. Definition: The Regional Gifted Centers offer a comprehensive and challenging program in language arts, mathematics, science, and social studies. These schools are designed for students who test at the 90th percentile or above.

2. Application Periods:

   a. Regional Gifted Center Magnet Schools: December 15 – January 15.

   b. Regional Gifted Center Programs: January 16 – February 15.

   c. Pre-International Baccalaureate Program: January 16 – February 15.

3. Lists of Schools:

   a. Regional Gifted Center Magnets:

School	Address
Edison	6220 N. Olcott Ave.
Goodlow Magnet	2040 W. 62nd St.
Keller Magnet	3020 W. 108th St.

   b. Regional Gifted Center Schools "regular" (non-magnet):

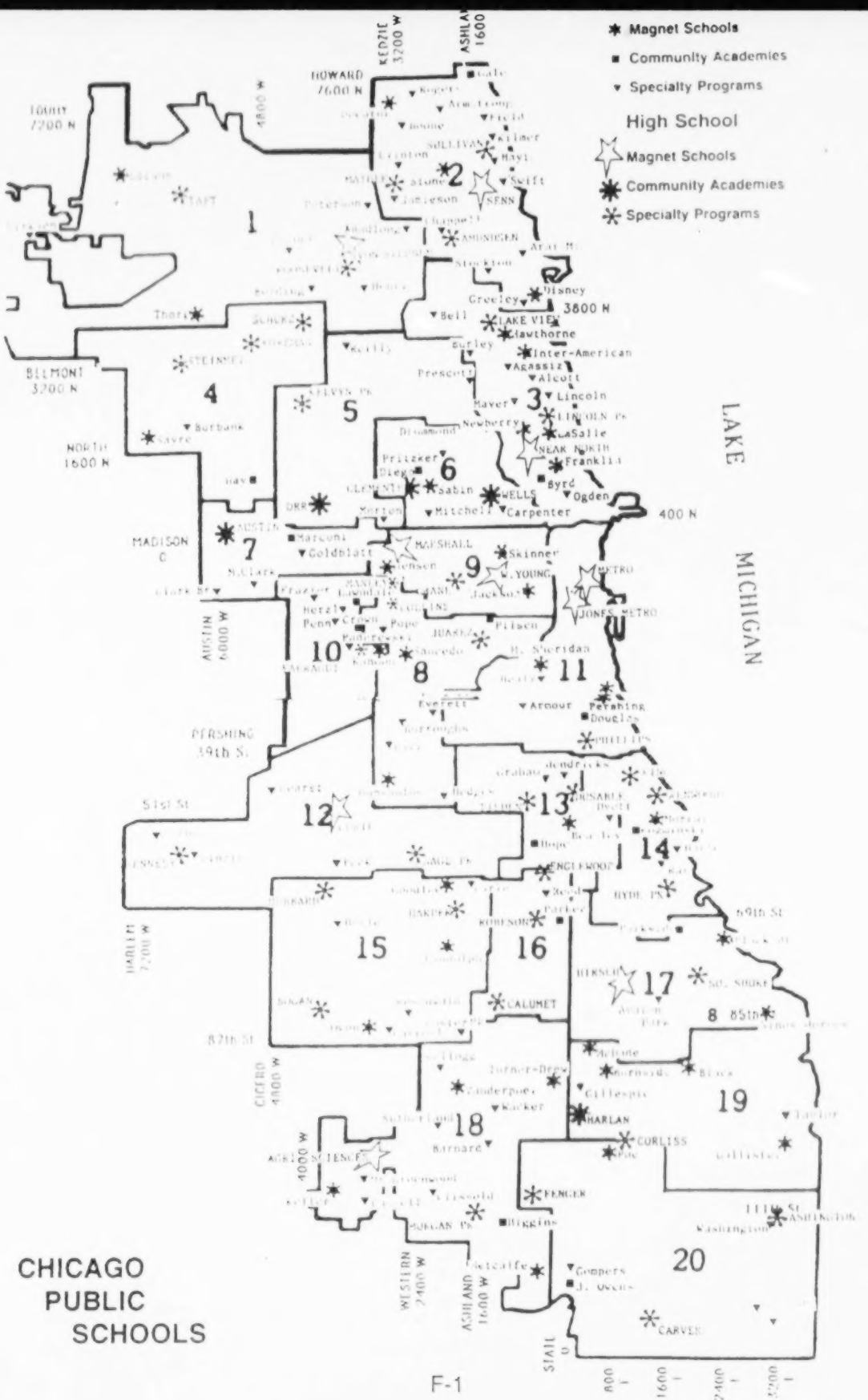
School	Address
Bell	3730 N. Oakley Ave.
Burbank	2035 N. Mobile Ave.
Pritzker	2009 W. Schiller St.

   c. Pre-International Baccalaureate Program:

School	Address
Lincoln	615 W. Kemper Place
Ogden	24 W. Walton St.

ATTACHMENT F

A Map of Chicago's Options for Knowledge Schools


Magnet Schools
Community Academies
Specialty Programs
High School
Magnet Schools
Community Academies
Specialty Programs
HOWARD 7600 N
IRVING 4800 N
BELMONT 3200 N
NORTH 1600 N
MADISON 0
PERSHING 39th St
51st St
87th St
85th St
69th St
3800 N
400 N
LAKE MICHIGAN
1
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CHICAGO PUBLIC SCHOOLS